NARRATIVE TEXT MATERIAL DEVELOPMENT BASED ON POWERPOINT

AN ARTICLE

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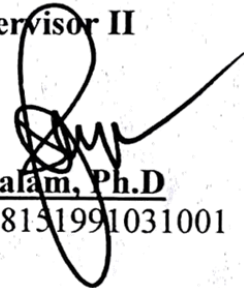
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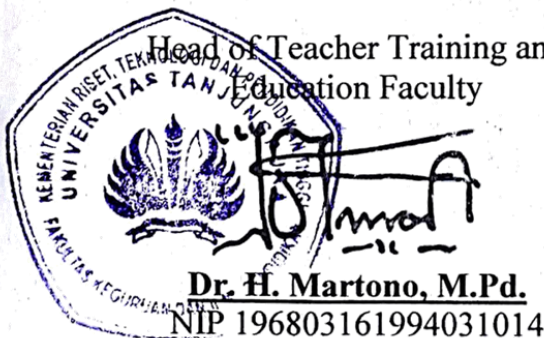NIP. 196507171992031003

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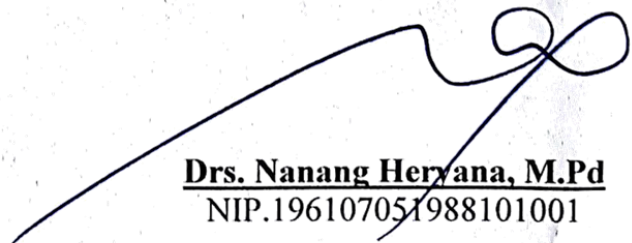NIP. 196008151991031001

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Abstract

The aim of this research was (1) to find out the target needs and learning needs of the eleventh grade students of SMAN 05 Pontianak, (2) to find out the appropriate design of narrative text material for the eleventh grade students of SMAN 05 Pontianak. The type of this research was Delopmental research. The procedures were adapted from ADD Model proposed by Hannafin Peck. ADD stands for Analyze, Design and Develop. The subject of this research was the eleventh grade students of SMAN 05 Pontianak. The model of MacroTense is learning pack which consisted of 3 main menus namely Unit 1, Unit 2 and Extra. Each menu contained materials which supported the lesson that is talking about narrative text as the main topic within the lesson. The combination of the menus were expected to be able to fulfill the students and the teacher needs in learning the topic. Moreover, narrative text material was designed to enhance the students' motivation, and interest in learning the topic. Narrative text material with its features help the students to improve their basic knowledge about the topic and ease them to understand the topic into the better. Using Narrative text material creates students into independent, self-directed and discipline learners to analyze, collect, and interpret the knowledge or information of the lesson. Using MacroTense helps the teacher to enrich his/her teaching materials regarding the topic as well as replace the text book in traditional teaching.

Keywords: Narrative Text, Powerpoint, ADD Model.

INTRODUCTION

In the teaching learning process of reading, the teacher tended to be the centre of the students attention since he dominated the process by planning the lesson, giving explanation about the materials and helping the students by giving advice. There was no space for students to study independently. The teacher should give them a free hand to decide what kind of learning activity they wanted to have in the teaching and learning process. The activity also enabled them to take part freely. The teacher's role was monitoring students' activity.

The traditional method in teaching should be replaced by a new method that to be suitable for the students' condition. The school facility, such as the computer laboratory, should be used to improve the quality of the learning process. In order to motivate students to learn, the English learning materials that are inappropriate and unavailable should be developed.

The involvement multimedia in learning reading about narrative texts makes its own advantages. The multimedia helps the learning of the topic tends to be more attractive, interactive and communicative. It alters the atmosphere in learning the topic to ease in comprehension and activate their prior knowledge into improvement in mastering the topic.

Considering the importance and the problem of learning the topic, the researcher has attempted to design a *Narrative Text Material* based on powerpoint to overcome the problem mentioned above. The powerpoint was chosen because it was easy to make and its features fulfill the requirements as multimedia. According to Rika cited in Gordon (2007, p. 192), presentation software (PS) is an authoring computer application that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations. Many believe that using powerpoint presentations with students is a productive learning activity (Alster, 2002; Mason, & Hylnka, 1998). The advantages explained shows that powerpoint is suitable as multimedia for teacher in teaching the topic. The development of the narrative text material impacts in teaching the topic in motivating students as well as facilitating their understanding of the topic.

METHOD

The research of this study is classified into Research and Development (R & D). According to Seels & Richey in Richey, Klein and Nelson (2004: 1099). The purpose of R & D is designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness. The researcher used development research method to design the teaching material based on powerpoint. The researcher adapted the ADD model proposed by Hannafin Peck Model. The name of ADD stands for Analyze, Design and Develop. The data is gained by distributing the interview sheets in the early phase to collect the data from the students. Another tool of data collecting, the researcher gived questionnaire and assessment rubric to validate the multimedia by the expert

In addition, the researcher used interview in creating the background of the research. Interview was used to gain the students' perception and opinion toward the teaching and learning process using multimedia. Meanwhile, the questionnaire and assessment rubric were used to find out the feasibility of the multimedia, which was used by the expert.

Furthermore, the result were qualitative and quantitative data. The qualitative data obtained from the interview sheet. The aim of the interview sheets are to find out the learning needs and target needs of the eleventh grade students of SMAN 5 Pontianak. The quantitative data obtained from questionnaire and assessment rubric. This questionnaire is given in purpose to gain the expert perspective about the usability of the multimedia which is used in teaching narrative text. Furthermore, the scoring rubric is used to gain the value of the application itself in validity and usability the content of the multimedia in language learning. The assessment will be following some criteria namely; (1) educational effectiveness (2) entertainment value (3) user friendliness of technology and (4) design features (Reddi and Mishra (2003:57)).

FINDINGS AND DISCUSSION

Findings
Analyzing phase

In this phase, the problems were identified. The researcher analyzed the students. The researcher interviewed the students of SMAN 5 Pontianak to gain the some information. The information contained six questions which contain six elements of interview. Those were background/ demographic, behaviors, felling, sensory, knowledge and opinion. The researcher conducted the needs analysis by doing observation in the form of interview sheet.

Firstly, the researcher found from the background that the school provided the facility of multimedia in learning. Secondly, most of students have learned by using multimedia. It implies that the students are capable to utilize multimedia in learning English. Thirdly, the question referred to students' feeling. The result stated that the students were satisfy learning by using

multimedia. It was easy to understand, not bored, interesting and practical.

Next, the question was connected with the physical senses of touch, smell, taste, hearing and seeing. The researcher intended to know how students' perceptions about reading skills. The questions resulted 41.66 % or 15 students dislike reading and 26 students or 72.22% like reading. Then, the researcher got information about the subject narrative text based on the students' problems. The result described 38.88% or 14 students had problem on vocabulary. Meanwhile, the rest of students only 25% did not have problem about narrative text. Lastly, the question showed the students' perceptions in learning narrative text based on multimedia. It generated positive feedbacks from the students. Students' expectations indicated that the need of learning narrative multimedia were necessary for the students in understanding the subject.

Designing Phase

In this phase the researcher starts to design the material which is going to use in based on the learning problem. Based on Fang cited in Richards and Rogers (2001), design is level of method analysis in which we consider (a) what the objective of the method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the role of the learners; (e) the role of the teachers; (f) the role of instructional material.

Narrative Text Material was designed into seven menus as the main features. The menus are Introduction, Credit, Goals, Unit 1, Unit 2, Extra and Help. The first menu contains information about the multimedia contents and purpose of multimedia. The second menu of the *Credit* displays profile of the maker. In this menu the student can read profile's name and study program of the maker. Then, The *Goal* presents the Basic Competence and Standard of Competency. These goals are taken from syllabus grade eleventh. The fourth, main menus that are

Unit 1 and *Unit 2*. The *Unit 1* has narrative stories that discussed about fairytales and provided ten activities. The *Unit 2* is the narrative story that discussed about fable. Next menu is *Extra* which contains quiz as evaluation for students after finished *Unit 1* and *Unit 2*. This menu consists 20 multiple choice questions. The last menu is *Help* Page. In this menu, the students could read some directions of how to use the media. In brief, the structure of the *Narrative Text Material* will be pictured in the chart below.
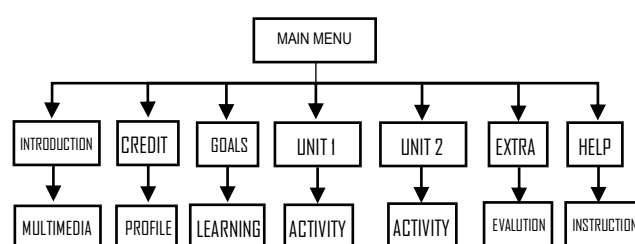

Figure 1. Structure of the Application

The design of *Narrative Text Material* started from layout as the interface of the application. The researcher needed to develop colorful, animated, attractive and interesting layout as consideration to attract the students as young learners. In developing the layout, the researcher needed to develop some elements which were used in the application such as background, menu icons, navigation icons, and contents in the application. These elements were developed using Adobe Photoshop CS3 Extended. The researcher used Adobe Photoshop CS3 Extended because this software is well-known as picture editor, and animation creator.

Developing Phase

The development part involves how the program will be undertaken while the implementation part is the actual running the program. The researcher used Hannafin Peck Model because it uses a three phase approach: Need Assess, Design and Development.

According to Branch (2009:152) "The purpose of the Evaluate phase is to assess the

quality of the instructional products and processes, both before and after implementation". The researcher had administered evaluation session by gaining expert's perspective through questionnaire and assessment rubric. The aim of the questionnaire is to evaluate the multimedia and gives suggestion from the media expert as an input to revise the product. In addition, this questionnaire is given in purpose to gain the expert's perspective about the usability of the multimedia which is used in teaching narrative text

The another result was collected from the assessment rubric which provided by these following criteria: (1) Educational effectiveness (2) Entertainment value (3) User friendliness of technology and (4) Design features (Reddi and Mishra, 2003:57). The expert's perspective was conducted by distributing questionnaire. The questionnaire then was analyzed by rating scale. The rating scale was adapted form Harry Walker's Instrument (Walker, 2013). The scale was scored by this formula as follows:

$$P = \frac{\text{result score}}{\text{amount of point X amount of categories} = 4x14=56} \; X \; 10$$

P = Percentage

Then the result will be measured by this table:

Table 1. Guideline for Expert's Recommendation

Percentage (%)	Interpretation
0 – 25	Bad (revise)
26 – 50	Poor (revise)
49 – 75	Good
76 – 100	Very good

The result of questionnaire can be seen below:

$$P = \frac{49}{\text{amount of point X amount of categories} = 4x14=56} \; X \; 10$$

P= 87.5 %

Based on the result above, the researcher found that the assessment result of *Narrative Text Material* were considered and categorized as Very Good with the score 80.35%. Meanwhile the expert validation is conducted by distributing assessment rubric to the experts. The assessment was adapted by these following these: (1) Educational effectiveness: Instructional Content, and Curriculum Connection. (2) Design Features: Graphics and Multimedia, and Lay-out. (3) Entertainment Values: Adaptability and Accessibility, Learner Engagement Interactivity, and Teacher and Learner Support Materials. (4) User Friendliness of Technology: Assessment, Age/Grade Level, and Flexibility. The result of this assessment then converted with score scale: 40-44 = Exemplary, 35-39 = Good, 30-34 = Satisfactory, Below 30 = Unacceptable for Classroom Use. (Ridwan cited in Ferdon and Poast, 2010). Based on the Assessment rubric results 31 points. It indicated *Narrative Text Material* as Satisfactory.

The results of evaluation above, the researcher found that *Narrative Text Material* is suitable and usable to be used in classroom as teaching multimedia in learning the topic. Nonetheless, there were some suggestion and feedback as revision to improve the application in quality.

Discussion

The English learning materials that had been developed was intended to the eleventh grade students of SMAN 5 Pontianak. The school itself had the facility that supported the using of the media. It had the language laboratory and computer laboratory that could be used by the students to learn through this media. It was added that the

media also solved the problems occurred in this school. The limitation of the materials and the teacher-center teaching method were changed into an interesting learning media that made the students interested and motivating as they were actively participated in every activity.

The *Narrative Text Material* was developed based on the students' learning needs and target needs. Target needs and learning needs were used to develop the needs analysis questionnaire. The purpose of the needs analysis was to make sure that the materials could make the students learn the language needed in the target situation.

The appropriate design of *Narrative Text Material* was based on the students' needs. In addition, the result of the evaluation from the expert showed that all aspects were in good category. It implies that the *Narrative Text Material* based on powerpoint is appropriate and feasible to be implemented in English learning process for the eleventh grade students of SMAN 5 Pontianak. The use of the *Narrative Text Material* can be an alternative media in learning process that motivates students to learn English. Furthermore, it can be used by the students as self-access learning.

CONCLUSION AND SUGGESTION

Conclusion

Referring to this research, the researcher arrived in conclusions and suggestions. In proportion to research findings and discussion, it can be concluded that narrative text multimedia was feasible. The evaluation proved that the multimedia was feasible for teaching narrative text for eleventh grade students in SMA Negeri 5 Pontianak.

In term of the target needs, it was found that the goal of learning English for the eleventh grade students of SMAN 5 Pontianak was to master English. Meanwhile, most of them were still unable to understand the meaning of English texts because lack of vocabulary mastery. Therefore, in order to be able to understand English texts, the students wanted to enrich their vocabulary.

In term of learning needs, the students wanted to study narrative texts use multimedia. It motivated students to learn reading text. In the middle of learning process, they wanted to be actively participated in every activities rather than listening to the teacher's explanation.

Suggestion

Based on the conclusion above, the researcher provided some constructive suggestions as follow. In order to support the students' experience of language in the real life, the teacher is required to use appropriate materials and relate to the social, religious, gender and etc. The multimedia can be used as an additional materials in the class or self-learning outside the class. However, due to the limitation of the media, the teacher also should try to develop their own interactive learning multimedia by considering his/her students', materials and the school's facility.

Furthermore, the suggestions for the next researcher regarding development research is the narrative text multimedia was developed based on the students' needs. The materials also only covers one English skill, reading skill, with the topic of narrative text. Because of the limitation of the subject and materials, the other researchers could develop a multimedia with different subject and materials. The *Narrative Text Material* is the simplest example of interactive learning multimedia. In the future, the researcher hope the quality of media will be upgraded with more various activities and materials.

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